

Michigan Department of Labor & Economic Growth  
Office of Career and Technical Preparation

Technical Review, Assistance, and Compliance  
(TRAC)

ON-SITE VISIT  
PREPARATION  
MANUAL

Please direct all questions concerning the TRAC process to:  
Office of Career and Technical Preparation,  
Post Office Box 30712  
Lansing, MI 48909  
Or, telephone (517) 373-3373

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DL&EG/Office of Career and Technical Preparation  
TRAC On-site Visit Preparation Manual

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## **I. OVERVIEW OF TRAC PROCESS**

The Office of Career and Technical Preparation (OCTP) developed the Technical Review, Assistance, and Compliance process (TRAC) to identify local and regional strengths, best practices, and areas for program improvement. TRAC is also intended to facilitate communication and information exchange during the process that will assist districts with such challenges as:

- Improving program quality
- Improving program linkages with state and national standards
- Increasing support for other state initiatives
- Expanding student opportunities to achieve national certification and credentials for Career and Technical Education studies

The feedback received from the region's participants will also be used in the planning and development of future goals for Career and Technical Education and Tech Prep delivery in Michigan.

### **PURPOSE**

The purpose of the Technical Review, Assistance, and Compliance (TRAC) system is to meet state and federal requirements for a monitoring system and provide technical assistance to local district administrators, teachers, and other staff for continual improvement of state approved Career and Technical Education (CTE) and Tech Prep programs.

### **PROCESS**

The TRAC process combines the efforts of the OCTP staff and career and technical education regional Career Initiative Region and CEPD administrators, teachers, and postsecondary partners.

Regions must regularly review the grant activities, outcomes, and expenditures for all federal and state initiatives for which they receive funding (Appendix B).

They also must review all state-approved CTE CIP (Classification of Instructional Programs) programs and their related courses within a five-year period. Regions are to select and review no less than 20% of these state-approved career and technical education programs each year.

Five regional TRAC on-site visits are conducted each year by OCTP staff. Consequently, each region will be visited at least once every five years. OCTP may conduct additional targeted visits to an agency or region when determined by department information.

Using established selection criteria and desk audit reports, including Regional Summaries of CIP self-reviews, OCTP staff review TRAC review items contained within four components of the TRAC on-site visit:

- Career and Technical Education Approved Programs (by Pathway)
- Data, Evaluation and Accountability
- Approved Grants
- Financial Program Reviews

## **INTENDED OUTCOMES**

1. Review documentation submitted for state-approved career and technical education program(s) that verifies program quality and student performance.
2. Assure that funds have been expended appropriately and are used in compliance with federal and state policies and legislative mandates:
  - Federal Carl D. Perkins, CTE Perkins (Secondary)
  - Federal Carl D. Perkins, Tech Prep
  - State Aid 61a(1), and Added Cost
3. Protect against waste, fraud, and abuse.
4. Identify technical assistance needs.

## **PRIMARY GOALS**

The TRAC process is designed to:

- Ensure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and job opportunities and to benefit from services.
- Provide technical assistance in the development, implementation, and improvement of Career Technical Education Programs and related activities.
- Identify exemplary practices and share this information statewide.
- Monitor the use of federal and state funds, thereby assuring compliance with legislation.
- Review and verification of accurate data collection and reporting which will result in consistent statewide data to be used for Core Performance Indicators.
- Analyze, identify, and change policies and activities that impede the achievement of the above goals.

## **II. REGION AND CIP PROGRAM SELECTION OVERVIEW**

### **IDENTIFICATION OF ON-SITE VISITS**

Five regional on-site visits will be conducted each year by OCTP staff to review TRAC review items contained in Data, Evaluation and Accountability; Career Initiative (CI) Grants; Financial Program Reviews; Less Than Class Size; state approved Career and Technical Education programs; and articulated Tech Prep programs (Appendix A: Five-Year Schedule).

Annual selection is made based upon the following criteria:

- At least one region from each of the four OCTP Regional Team memberships each year
- Geographic location
- Representation of smaller and larger regions each year
- Traveling requirements

### **NOTIFICATION/CONFIRMATION OF REGION SELECTION**

OCTP sends the Regional CI Coordinator and the CEPD Administrator(s) written notification of the on-site visit selection in the summer preceding the academic year in which the visit will occur (Appendix C). The letter recommends dates for the visit and includes related materials. The confirmation letter includes the name and contact information for the OCTP staff member serving as the OCTP TRAC On-Site Visit Team Leader for the region's TRAC visit (Appendix D).

### **TARGETED VISITS**

In addition to TRAC five-year scheduled on-site visits, OCTP may also conduct limited "targeted" visits. These visits do not encompass the full TRAC process and procedures. They address very specific areas of concern or provide special/customized technical assistance to a region.

OCTP notification of "targeted" visits will be provided at least 30 days prior to the visit. OCTP selection of a region, CEPD, district, building, or CIP program for a "targeted" visit is based upon the following criteria:

- CIP program performance (exemplary or deficient)
- CIP Self Review Summary reports analyses (i.e., teacher certification or curriculum)
- Data quality and/or data collection issues
- Financial issues
- Grant management performance
- Perkins core performance indicator levels (CPI)
- Technical assistance requests from the region

### **CIP PROGRAM ON-SITE SELECTION PROCESS**

During the on-site visit, OCTP staff will review state approved CTE CIP programs generating added cost and/or receiving federal funds. Although some of the site visits may be to programs that have completed the CIP Self-Review form as part of the 20% selected by the region, CIP program on-site selection is not limited to just those programs. Any CIP program may be selected for an on-site visit.

The following criteria are considered when CIP programs are selected to be visited during a TRAC on-site visit:

- Added Cost funding amounts (X-0108)
- Current enrollment and completion data
- Geographical location
- New program established within last five years
- New teacher for program
- OCTP program file information
- Program and building level core performance indicator data including special populations
- Regional CIP Summary Information and CIP Improvement Plans

#### **NOTIFICATION OF CIP PROGRAM ON-SITE VISIT SELECTION**

OCTP will select the CIP programs/courses for a TRAC on-site visit. Early notification of CIP program selections is only possible if the End-of-Year Enrollment and Completion data (4301 Report) has been completed and accurately submitted to OCTP by the due date. Any delay in the timely and accurate submission of this data may result in a delay of the notification of selection of these programs.

Each teacher selected to participate in the CIP program/course on-site visit must update or complete a CIP Self-Review so that it reflects the most recent year's program information. This information, including evidence must be submitted to OCTP at least 30 calendar days prior to the scheduled CIP program on-site visit.

### **III. TRAINING: ON-SITE VISIT PREPARATION**

At least one training session is conducted annually for representatives of regional and local education agencies selected for the region on-site visit. This training is designed to review, explain, and clarify the TRAC procedures and guidelines for monitoring compliance.

A regional team of Career Initiative and CTE representatives from each of the funded initiatives and programs should attend this training (i.e.: CTE Perkins & Tech Prep, State Aid – Added Cost). Business/Financial Officers for these grants should also be present.

Details concerning participation in the training are sent directly to the Region TRAC Coordinator and CEPD Administrator(s) for each region and CEPD within the region.

#### **TRAINING TOPICS**

The training provides participants the opportunity to receive information and talk with OCTP staff about the various aspects of the upcoming TRAC on-site visit. Information materials outlining the details of the visit and the TRAC process is provided to each region. Some of the topics covered and items reviewed at the training include:

- Explanation of the on-site visit process
- Goals and objectives of the training
- Overview of the TRAC on-site visit
- Region's responsibilities
- TRAC compliance plan
- On-site Visit Preparation manual
- TRAC Training evaluation



## **IV. ON-SITE VISIT PROCESS**

The TRAC on-site visit is the combination of review and preparation activities to provide information that supports the purpose stated in the overview of the TRAC process (page 1). Such preparation and communication culminates in a two or three day OCTP staff visit to the region and select local agencies.

### **NOTIFICATION AND DETERMINATION OF DATE OF VISIT**

Regional representatives (CI Coordinators of the regions and CEPD Administrators of CEPDS within the regions) selected for a TRAC on-site visit are notified by letter. The letter will identify the OCTP staff member who will serve as the primary contact for the TRAC on-site visit, i.e. the OCTP TRAC On-site Visit Team Leader.

### **DESIGNATION OF REGION TRAC COORDINATOR**

Prior to the training, the region will identify the one person within the region to serve as the contact person for all TRAC on-site coordination, i.e., the Region TRAC Coordinator. The Region TRAC Coordinator is responsible for organizing all aspects of the region's TRAC on-site visit. At the TRAC training, the Region TRAC Coordinator will be provided documents outlining the details of the TRAC process and recommended organization strategies.

The region will fax OCTP this person's name, title, mailing address, telephone, and email (Appendix C: Sample notification letter).

### **TRAC TRAINING**

The Office of Career and Technical Preparation sponsors a TRAC Training workshop at least six (6) weeks before any TRAC on-site visit. The TRAC Training will:

- Explain the details of the visit
- Discuss the necessary preparations
- Clarify areas of concern
- Provide document/evidence organization strategies

### **ON-SITE VISIT PREPARATION ACTIVITIES**

The OCTP TRAC On-site Visit Team Leader and the Region TRAC Coordinator will assure that all necessary arrangements for the on-site visit are done in a timely and complete manner.

## **VISIT OVERVIEW**

The TRAC visit overview is conducted during normal working hours and should be approximately one-half hour to one hour in length.

The Region TRAC Coordinator, or designee, begins and co-conducts the meeting with the OCTP TRAC On-Site Visit Team Leader.

**The Region TRAC Coordinator: (see page nine (Section V. Responsibilities: Region TRAC Coordinator) for more specific information)**

- Introduces all regional, local, and postsecondary partners present
- Provides a brief overview of regional activities

**The OCTP TRAC On-site Visit Team Leader:**

- Introduces the OCTP TRAC on-site visit team members to regional/local personnel
- Explains the philosophy and intent of the review process
- Provides background information concerning the authority and components and procedures of the TRAC Process
- Provides an overview of on-site activities

## **OVERVIEW ATTENDEES**

The Region TRAC Coordinator determines the location of the overview meeting, (e.g. region administrative office) and the region's participants for the meeting.

OCTP recommends that no more than 20 region/CEPD representatives of various components covered by the TRAC process attend this meeting. Previous on-site visit participants found the inclusion of representative district superintendent(s) with CTE programs to be beneficial.

The grant, finance, and data review members of the OCTP TRAC On-Site Visit Team and Team Leader attend this meeting.

## **DOCUMENTATION REVIEW**

During the documentation review, OCTP TRAC on-site visit team examines compiled evidences and compares them with the previously approved grant applications/reports and other appropriate documentation or data.

## **CIP PROGRAM REVIEW ACTIVITIES**

During the TRAC On-site visit, OCTP Program consultants visit pre-selected CTE CIP program classes and:

- Observe Career and Technical Education classrooms – while classes are in session
- Interview a group of students, teachers, and paraprofessionals or other support staff
- Review documents presented
- Review program facility and equipment

## **INDIVIDUAL AND GROUP INTERVIEWS**

Using the position titles provided by OCTP, the Region TRAC Coordinator selects the personnel to be interviewed and develops the interview schedule (refer to Appendix E).

## **FACILITY OBSERVATIONS**

All buildings and centers, especially those operating CTE classes, are to be available to TRAC on-site Visit Team members for site observation.

## **OCTP TEAM MEETING**

Before the wrap-up, the OCTP On-Site team will meet to review the visit findings and prepare for the wrap-up.

## **WRAP-UP**

The wrap-up is the final activity of the TRAC on-site visit. It is designed to provide the following:

- OCTP staff initial summary of the on-site visit and some findings
- Timelines for the written report of findings
- Appeals process
- An opportunity for region participants to evaluate the TRAC on-site review process

## **REGIONAL/LOCAL ATTENDEES AT WRAP-UP**

The Region TRAC Coordinator identifies and invites the regional/local representatives to attend this meeting. OCTP recommends that those who attended the overview be present for the wrap-up, as well as other staff members interested in the general findings of the TRAC on-site visit team. The maximum number of attendees should not exceed 20 participants.

## **POST ON-SITE VISIT PROCESS**

See Appendix M for flow chart of the Post On-Site Visit Process

## **V. RESPONSIBILITIES: REGION TRAC COORDINATOR**

The Region TRAC Coordinator serves as the Region Representative and makes all arrangements for the regional on-Site visit before the review date. This section provides the coordinator with additional information necessary to plan the agenda and the TRAC on-site visit.

### **PRIOR TO ON-SITE VISIT**

#### **PLANNING**

It is important to consider the size of the region while making plans and scheduling activities for the TRAC on-site visit. In general, TRAC on-site visits are conducted in three days by an OCTP TRAC on-site team consisting of six to eight members.

The following activities need to occur early in the planning stage so that participants have ample time to accommodate the activities within their schedules:

- Notify appropriate regional/local staff members and postsecondary partners who need to participate
- Determine the time and location of the overview and include in the prepared agenda (please refer to Appendix E – Sample Agenda).
- CIP Program documentation submitted to OCTP TRAC On-Site Coordinator

We request that the Region TRAC Coordinator confer with the OCTP TRAC On-site Coordinator before finalizing the interview schedule.

#### **AGENDA**

At least three (3) weeks prior to visit, submit draft of the final agenda to the OCTP TRAC On-site Coordinator for approval.

The following components are to be included in the agenda:

- Region number and name
- TRAC on-site visit date
- Agency name, address, and phone number where the majority of the TRAC on-site visit activities will occur (i.e. documentation review, interviews, etc.)
- Time, location, and room number for:
  - Overview – please schedule the overview to begin by 9:00 a.m.
  - Document review
  - Lunch break for OCTP staff (can be same as document review room)
  - Individual and group interviews (permanent rooms). Please include all interviewee's names and position titles
  - OCTP team review (can be same as document review room)
  - CIP Program observation and review
  - Wrap-up

## **INTERVIEW SCHEDULE**

The Region TRAC Coordinator schedules the following personnel, or positions, for formal interviews. If an individual performs multiple roles, they only need to be scheduled once. However, each CEPD is expected to be represented in all interviews.

- Tech Prep Coordinator (postsecondary)
- CTE Directors
- Area center administrator(s)
- Sending School Counselor(s), Special Pops Coordinator(s) and Work-Based Learning Coordinator(s)
- CEPD Administrator(s)
- CI Coordinator(s)-Perkins, Tech Prep
- Business/Financial Officer(s) from CTE Perkins, Tech Prep, and pre-selected Added Cost Fiscal Agencies
- CTEIS Data input and Follow-up Survey staff

## **CIP PROGRAM REVIEW DOCUMENTS**

The following CIP program review documents must be sent to the OCTP TRAC On-Site Coordinator four weeks prior to the on-site visit. This maximizes time for communication and technical assistance during the CIP on-site visit.

- Updated CIP Self-Review Forms, including evidences
- Current class list (can be cross-walked with 4483)
- Master class schedule (times of class)
- Weekly teaching schedules with start and end times and sections designated for all districts and agencies running approved programs.
- On-site information such as: program location in building, parking location at building, appropriate entrance, site contact person name
- District maps to buildings

## **ON-SITE DOCUMENT ORGANIZATION**

The document review portion of the TRAC on-site visit usually takes an entire day. All requested documents, materials, and records are to be organized and available in a central location. This is extremely important if the visit is to proceed as scheduled

## **INVITATIONS**

OCTP encourages Region TRAC Coordinators to include Superintendents, Directors, and other staff members who may be interested in the TRAC review.

## **BUILDING STAFF NOTIFICATION OF TRAC VISIT**

It is important that the Region TRAC Coordinator notify all relevant staff that an on-site visit will be conducted at least two weeks prior to the scheduled date. It has been found to be helpful to send building staff a separate letter that advises them of the OCTP TRAC on-site visit, alerts them that OCTP staff will be in the building that day, and that some building staff will be participating in the on-site visit.

## **ON-SITE VISIT ACTIVITIES**

### **OPENING REMARKS AND OVERVIEW**

The Region TRAC Coordinator, or designee, begins the overview:

- Introduces all regional, local, and postsecondary partners present
- Provides a brief overview of regional activities, such as:
  - General philosophy of the agency
  - Geographic dimensions of the region and CEPDs
  - Size and demographics of the school population
  - Regional Career Development activities
  - Type of CTE programs and related services offered
  - Tech Prep Articulation Process/alignment with postsecondary programs
  - Strong points and problem areas of the region.

### **INTERVIEW SCHEDULE COORDINATION**

The Region TRAC Coordinator or designee:

- Monitors the interview schedule
- Assists participants in adhering to schedule
- Makes necessary adjustments to meet TRAC interview requirements (refer to Appendix E: Sample Agenda)

### **DOCUMENT REVIEW FACILITATION**

The Region TRAC Coordinator, or designee, facilitates the TRAC document review process by:

- Assuring all documentation is organized and available for review
- Obtaining missing documentation
- Providing copies of requested items

## VI. RESPONSIBILITIES: CEPD ADMINISTRATOR

For a successful TRAC experience, OCTP staff recommends that the CEPD Administrator conduct a meeting with all building administrators and staff who will be visited during the TRAC on-site review.

To facilitate the notification and submission of information and evidence, it is essential that program teachers receive the information about the upcoming on-site visit as soon as possible so they can prepare. Building administrators need to be able to provide access to the programs and the teachers and/or any other information that the OCTP program consultant will need during the CIP program on-site visit.

The CIP Self-Review must be completed or updated within 60 calendar days of notification of the visit by all teachers for the CIP programs selected by OCTP staff for a CIP program on-site visit.

### CHECKLIST FOR CEPD ADMINISTRATOR:

COMPLETED	ACTIVITY
<input type="checkbox"/>	CIP programs notified
<input type="checkbox"/>	Meeting scheduled to discuss the TRAC process with building administrator(s) and staff.
<input type="checkbox"/>	Work with CIP programs to collect information for the CIP program notebook
<input type="checkbox"/>	Submission procedure and deadline
<input type="checkbox"/>	Documents to be sent to OCTP are reviewed
<input type="checkbox"/>	Documents submitted to OCTP TRAC On-site Visit Coordinator (Must be submitted at least 30 days prior to on-site visit)
<input type="checkbox"/>	Plan for on-site visit and information

No less than four weeks prior to the CIP Program on-site visits, mail documents to:

Michigan Department of Labor and Economic Growth  
Office of Career and Technical Preparation  
TRAC On-site Visit Coordinator  
P.O. Box 30712  
Lansing MI 48909

## VII. ON-SITE DOCUMENT ORGANIZATION

The following materials, documents, and records are to be gathered, organized, and available for review in the room designated for use as the “Documents Room” (refer to Appendix F: Room/Space Requirements).

Documentation reviews are conducted for five areas:

- Career Initiative (CI) Grants – (CTE Perkins, Tech Prep)
- Financial (Added Cost, CTE Perkins, Tech Prep)
- Data, Evaluation, and Accountability
- Less Than Class Size and Teacher Certification (when requested)

TRAC On-Site checklists have been developed and assist in the understanding, identification, and compilation of supportive evidence/documentation for each critical element being reviewed during the TRAC on-site visit (refer to Appendix I: TRAC On-Site Checklists).

### ORGANIZATION OF INFORMATION FOR THE OCTP TRAC ON-SITE TEAM:

- I. Each review item is to have a folder labeled with the review item number. (Previously visited regions have attached a copy of the corresponding On-Site checklists to the folder. We have found that to be very helpful in expediting the review process).
- II. Label each piece of evidence with the item that it supports.
- III. Place all evidence supportive of a review item in the review item’s respective folder(s).
- IV. Organize the folders in the order of the On-Site checklists review item codes.

#### *Example:*

Review Item: G01

Label 1st folder – G01. Label each piece of evidence/document, with the review item that it addresses (G01). Place all evidence supportive of this item in this folder.

Review Item: G02

Label 2nd folder – G02. Label each piece of evidence/document with the review item that it addresses (G02). Place all evidence supportive of this item in this folder.

NOTE: If one piece of evidence is being offered as supportive documentation for more than one item, please:

For large documents, place a sheet in each applicable folder that lists the review item folder in which the original can be found.

For small documents (1-10 pp.), make a copy for each review item folder.

If a manual or other large document is provided as evidence mark (highlight, underline, flag) the page/or pages and paragraph that show evidence.



## **VIII. APPENDICES**

- A. Five Year TRAC On-site Visit Schedule
- B. CTE Legislative Mandates
- C. Sample Notification Letter
- D. Sample Confirmation Letter
- E. Sample Agenda
- F. Room/Space Requirement Chart
- G. Sample CEPD Memorandum CIP Program On-Site Visit
- H. Sample CEPD Meeting Agenda
- I. TRAC On-Site Checklists
- J. On-Site Interview Questions
- K. State Criteria/Process For Continued Approval
- L. Frequently Asked Questions (FAQ)
- M. Post On-Site Visit Flow Chart

## FIVE-YEAR TRAC ON-SITE VISIT SCHEDULE

<u>Year</u>	<u>CTE Perkins/Tech Prep Fiscal Agencies</u>
2003-04	
Region 4	Alpena Public Schools
Region 11	Sanilac ISD/Huron ISD
Region 16	Macomb ISD
Region 20	Kalamazoo RESA/St. Joseph ISD
Region 24	Detroit City School District
2004-2005	
Region 7	Mecosta-Osceola ISD/Ferris State University
Region 19	Lewis Cass ISD/Berrien ISD
Region 22	Hillsdale ISD
Region 23	Washtenaw ISD
Region 25	Wayne RESA/Monroe County ISD
2005-2006	
Region 3	Eastern Upper Peninsula ISD
Region 8	Bay-Arenac ISD/Delta College
Region 14	Clinton Co. RESA/Lansing Community College
Region 17	Livingston ESA
Region 21	Calhoun ISD
2006-2007	
Region 1	Gogebic-Ontonagon ISD
Region 2	Delta-Schoolcraft ISD/Marquette-Alger RESA
Region 9	Muskegon Area ISD
Region 10	Montcalm Area ISD
Region 15	Genesee ISD
2007-2008	
Region 5	Wexford-Missaukee ISD/Traverse Bay Area ISD
Region 6	Clare-Gladwin RESD/COOR ISD
Region 12	Ottawa Area ISD
Region 13	Kent ISD/Grand Rapids Community College
Region 18	Oakland Schools

## **CTE LEGISLATIVE MANDATES**

### **Federal Carl D. Perkins/Title III (Secondary)**

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) provides federal funding to some programs to support and improve career and technical education.

The Act focuses on strengthening academics and career and technical education skills through high standards and curriculum integration. It also broadens professional development and technical assistance opportunities for career and technical education administrators and supports linking secondary and postsecondary career and technical education programs. Although there is flexibility for the use of funds at the local and regional level, there is a focus on accountability for all CTE students, including measures for all of the categories of special populations. While the legislation no longer provides set-aside funds for single parent and gender equity programs and services, it is anticipated that these programs and services will continue to be supported at the regional and local level through funding for special populations.

### **Federal Carl D. Perkins/Tech Prep**

Tech Prep education provides technical preparation to students in grades 11-14, each having an education development plan that combines two years of secondary and two years of postsecondary education in a sequential course of study carried out under a written program articulation agreement. The aligned curriculum provides for a sequence of curriculum competencies, courses, and outcomes that include two years at the secondary level (grades 11 and 12), and two years at the postsecondary level culminating in a two-year certificate, associate degree, or two-year registered apprenticeship. The curricula must be reviewed, updated, and agreed upon by consortium/regional partners on an annual basis.

### **State Aid 61a(1) – Added Cost**

Added Cost funds are appropriated by the state legislature as categorical state aid (Section 61a(1) of the State School Aid Act) in support of secondary career and technical education programs. These funds are allocated to school districts and area centers for the purpose of reimbursing the extra cost of these programs above the cost of non-vocational programs.

## **SAMPLE NOTIFICATION LETTER**

TRAC Training Letter

<Date>

Region CI Coordinator

RE: Technical Review Assistance and Compliance (TRAC) Training

The Office of Career and Technical Preparation (OCTP) is required to monitor compliance with state and federal law and policy for: Carl D. Perkins, Title I (Secondary CTE) and Title II (Tech Prep); State School Aid Act, Section 61a(1) (Added Cost); Section 61a(2) (Administrator Reimbursement).

This letter is to inform you that your region has been selected for a Technical Review, Assistance, and Compliance (TRAC) on-site review of the policies, procedures, programs, and services provided to Career and Technical Education students during the \_\_\_\_\_ academic year. This on-site visit also provides our office with the opportunity to identify exemplary practices and provide technical assistance.

We request that you designate/nominate one person for your region to serve as the Region TRAC Coordinator, the primary contact for the on-site visit arrangements and to coordinate region staff attendance at the TRAC training. The OCTP On-site Visit Team Leader will contact the region CI Coordinator to learn the name of the designated TRAC Coordinator and to determine mutually acceptable visitation dates.

A one-day training to explain the TRAC process and to help you prepare for our visit is scheduled for \_\_\_\_\_ from \_\_\_\_\_ in Lansing (lunch will be provided). Workshop attendance is crucial to understanding the requirements and preparation needed for a smooth visit. All essential documentation will be provided at the training. The following region representation should attend the workshop:

- CI Coordinator
- CEPD Administrator(s)
- Business office representative for each grant (CTE Secondary, Tech Prep)
- Secondary/Postsecondary Tech Prep Coordinator(s)
- Data collection personnel from each CEPD
- Coordinator(s) of on-site document preparation

Once we have received your registration form, a map and agenda will be provided the Region TRAC Coordinator. Please complete and fax the registration form by \_\_\_\_\_ to Cynthia McFall at (517) 373-8776.

## SAMPLE TRAC CONFIRMATION LETTER

Date \_\_\_\_\_

Region CI Coordinator \_\_\_\_\_

RE: Technical Review Assistance and Compliance (TRAC) On-Site Visit Dates

This letter is to confirm the dates for your region's TRAC On-Site visit. Office of Career and Technical Preparation (OCTP) staff will conduct this visit on January \_\_, \_\_, \_\_, 200\_\_. OCTP program consultants will be visiting the selected CIP programs on the first and second days of the visit. In addition, an on-site team will conduct their reviews on the second and third days of the visit. A six to eight member team who will be looking at four areas of compliance, CIP Programming, Data/Evaluation, Grants, and Finance will conduct the on-site review. The team will be reviewing documentation for the grant years of 200\_-0\_ for CTE Perkins and Tech Prep.

Your OCTP On-Site Visit Team Leader is \_\_\_\_\_. If you have any questions concerning the TRAC on-site visit, please contact \_\_\_\_\_ by telephone (517) \_\_\_\_\_ or e-mail \_\_\_\_\_@michigan.gov.

Finally, as noted in our letter, date \_\_\_\_\_, a one-day TRAC Training is scheduled for \_\_\_\_\_. It is important that your registration sheet be faxed to Cynthia McFall, at (517) 373-8776, no later than \_\_\_\_\_. Be sure to identify the region primary contact (Region TRAC Coordinator) and the list of people attending the training.

We look forward to working together with you to ensure quality Career and Technical Education programs for all students.

Sincerely,

Director  
Office of Career and Technical Preparation

cc: CEPD Administrator(s)

## SAMPLE TRAC ON-SITE VISIT AGENDA

(use with appendix F room/space requirements chart)

Region # - Name

Educational Agency Name

Address

City, State Zip

Phone    Date

### DAY 1

CIP Program On-site Visits - (On-site reviews conducted at local building sites)

### DAY 2

CIP Program On-site Visits

TRAC On-site Visit of Data & Evaluations, Finance, and Grants

9:00 a.m.      Overview

9:30 – 12:00 Data, Finance, Grant, Less Than Class Size document review begins

12:00 p.m.      Working Lunch, OCTP TRAC Team

1:00 p.m.      TRAC Team Document review meeting with Region TRAC On-site Coordinator and CEPD Administrators. Discussion of additional document or interview needs for the review.

3:00 p.m.      OCTP TRAC On-site Visit Team meets to identify needs for Day 3

### DAY 3

OCTP CIP Program On-site Visit Team joins OCTP TRAC On-site Visit Team

Document Review continues

Interviews (interview schedule below)

Interview Schedule (need three separate private rooms for these interviews)		
Room 1 GRANT	Room 2 FINANCIAL	Room 3 DATA
9:00 a.m.	9:00 a.m.	9:00 a.m.
Group Interview	Group Interview	CTEIS Input Staff
• Grant CI Coordinator(s)	• Business/Financial Coordinator-CTE Perkins	9:30 a.m.
• Grant CTE Administrator(s)	• Business/Financial Coordinator-Tech Prep	Follow-Up Survey Staff
• Grant Tech Prep Coordinator(s)	• Business/Financial Coordinator(s) Added Cost for selected fiscal agencies	10:00 a.m. CTE Administrator(s)
10:00 a.m.	NOTE: Business/Financial officials should be available by phone for questions if not available in person for interview.	
Group Interview		
Counselors and Work-Based Learning Placement personnel		
10:30 a.m.		
Group Interview		
Special Populations Coordinator(s)		
11:30 p.m.	OCTP Team Working Lunch (document review room)	
12:15 p.m.	Group session with CEPD Administrators and OCTP TRAC On-Site Team Leader (Need private room to accommodate up to 10 people)	
1:00 p.m.	OCTP Team Caucus in document review room	
2:00 p.m.	Wrap Up	

## Room/Space Requirements Chart

(use with Appendix E Sample Agenda)

Activity	Room	Other Specific Requirements
CIP On-site Program Visit	Classroom visits while class is in session (see specific requirements)	<ul style="list-style-type: none"> <li>Teachers and students are available for brief interviews</li> <li>Substitute for teacher during interview</li> <li>Possible need for transportation to classroom sites</li> <li>Private secure place for consultant review</li> </ul>
OCTP Team document review and meeting room	Room that seats 12 people and contains all region documents to be reviewed	<ul style="list-style-type: none"> <li>Private, quiet area without interruptions that can be secured and in use for two consecutive days.</li> <li>Large table with access to power sources for laptops</li> <li>Very good lighting</li> <li>Accessibility to copier</li> <li>Available phone and internet access</li> <li>All documents: Highlighted or flagged, boxed and organized in order of TRAC review items listed on preparation sheets.</li> </ul>
Overview and Wrap Up	Room that seats at least 30 people	<ul style="list-style-type: none"> <li>Preferred room arrangement is the “round table” or “square” setting.</li> <li>Private, quiet area without interruptions</li> <li>At least one writing surface</li> <li>Adequate lighting</li> </ul>
Three Interview Rooms	Space for individual or small group interviews	<ul style="list-style-type: none"> <li>Private, quiet area without interruptions</li> <li>Table and seating for all participants</li> </ul>

**Sample CEPD Memorandum for CIP Program On-Site Visit  
(Sent to Career and Technical Education (CTE) Teachers and  
Building Administrators for Selected CIP Program On-Site Visits)**

## MEMORANDUM

DATE:

TO: Career and Technical Education (CTE) Teachers  
Building Administrators for Selected CIP Program On-Site Visits

FROM: CEPD and/or CTE Administrator(s)

SUBJECT: Office of Career and Technical Preparation Review of State-Approved CTE Programs

As part of the Technical Assistance, Review and Compliance (TRAC) on-site visit, the Office of Career and Technical Preparation (OCTP) has selected your program for an on-site visit. OCTP consultants will be conducting their on-site visit in our region on (DATES).

I have scheduled a meeting with you and your building administrator to prepare for this visit. The meeting is on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ at \_\_\_\_\_.

We will cover the materials that are to be prepared and submitted to OCTP prior to the visit; and discuss the on-site visit and review process and procedure when the state program consultant visits your classroom and building.

To prepare for our meeting, please bring the following:

(CEPD Administrator can list things they want the program to bring to the meeting.)

As a teacher or building administrator, you are undoubtedly aware that a Career and Technical Education (CTE) program review is an important part of insuring quality instructional delivery to students. The TRAC process is designed to be a growth experience for teachers and administrators; and will be used by our department to identify your areas of concern and enable us to provide technical assistance where needed.

If you have further questions concerning the document or process, please contact me at \_\_\_\_\_ or an OCTP program consultant. A list of OCTP consultants and their area of concentration are available at is attached.



## Quick Reference Guide for Secondary School Programs

Office of Career and Technical Preparation  
Post Office Box 30712  
Lansing, Michigan 48909  
(517) 373-3373

	(Area Code 517)	
Added Cost Allocations & Expenditure Policy	Jill Kroll	241-4354
Added Cost (State Aid) Expenditure Report (4033)	Cynthia McFall	335-3149
Added Cost Funds (X0107 Secondary Funding Report)	Joan Church	335-0360
Administrator Approval	Joanne Mahony	335-0405
Advisory Committee Toolkit	Christine Reiff	241-0260
America's Career Resource Network (ACRN) Grant	Christine Reiff	241-0260
Ancillary Data Reports	Jill Kroll	241-4354
Application for Full-Time CTE Administrator (CTE-4003)	Joanne Mahony	335-0405
Arts & Communications Pathway	Lynne Listeman	373-6731
Articulation Issues	Joanne Mahony	335-0405
Automotive Youth Educational System (AYES)	Joanne Mahony	335-0405
Business Management, Marketing & Technology Pathway (BMA, Finance, IT & Marketing)	Karen Pohja	335-0381
Career Clusters	Carol Clark	241-4355
Career Education Conference	Glenna Zollinger-Russell	241-2072
Career Initiatives Grant Project	Joanne Mahony	335-0405
Career Initiatives End-of-Year Reports	Glenna Zollinger-Russell	241-2072
Career Portal	Brenda Mazuca	335-0382
Career Initiatives Funding & Participation	Donna Beltz	373-8204
Career Technical Student Organizations	Brenda Mazuca	335-0382
	Jill Kroll	241-4354
	Carol Clark	241-4355
Career Technical Student Organizations Newsletter	Donna Beltz	373-8204
CEPD Options Form	Joan Church	335-0360
Civil Rights Compliance (OCR)	Norma Tims	241-2091
Cooperative Agreements (CTE Perkins)	Brenda Mazuca	335-0382
Construction Roundtable	Christine Reiff	241-0260
Core Performance Indicators	Jill Kroll	241-4354
Counseling/Counselor Education	Christine Reiff	241-0260
Criminal Offender Grants (Adult)	Lynne Listeman	373-6731
CTE Teacher Education Grants	Brenda Mazuca	335-0382
	Glenna Zollinger-Russell	241-2072
CTEIS Data System	Jill Kroll	241-4354
Curriculum Articulation Issues	Pathway Consultants	
Department of Human Services (Juvenile Offender) Grant	Brenda Mazuca	335-0382
Detroit Area Pre-College Engineering Program (DAPCEP)	Donna Beltz	373-8204
Detroit Automotive Dealers Association (DADA)	Joanne Mahony	335-0405
Engineering, Manufacturing & Industrial Technology Pathway (T&I)	Patricia Talbott-Dills	335-0359
Employers As Partners	Christine Reiff	241-0260
Entrepreneurship	Joanne Mahony	335-0405
Excellence in Practice Awards	Donna Beltz	373-8204
Family & Consumer Sciences (FCS) (LME)	Norma Tims	241-2091
Final Enrollment & Termination Data/Resources (4301)	Cynthia McFall	335-3149
Follow-Up Survey of Program Completers	Jill Kroll	241-4354
Fourth Wednesday Enrollment Report (4483 A&D)	Joan Church	335-0360

Gender Equity	Norma Tims	241-2091
Grand Rapids Area Pre-Engineering Program (GRAPCEP)	Donna Beltz	373-8204
Grant Administration	Saundra Carter	335-0372
Health Sciences Pathway (Allied Health Programs)	Carol Clark	241-4355
Hospitality & Food Services	Karen Pohja	335-0381
Human Services Pathway (Child & Custodial Care Services, Cosmetology, Teacher Cadet, Public Safety/Protective Services)	Carol Clark	241-4355
Leap Ahead Kit Information	Christine Reiff	241-0260
Legislative Requests	Tom Martin	373-7486
Less-Than-Class Size Contracted Instruction Programs	Diana Bailey	373-8904
Letter of Intent/New Program Planning Process	Diana Bailey	373-8904
MEGS	Saundra Carter	335-0372
Michigan Automobile Dealers Association (MADA)	Joanne Mahony	335-0405
Michigan Comprehensive Guidance & Counseling Programs	Christine Reiff	241-0260
Michigan Rehabilitation Partnership	Joanne Mahony	335-0405
Natural Resources & Agriscience Pathway	Randy Showerman	355-3562
New Administrator Orientation	Joanne Mahony	335-0405
New Teacher Workshops	Carol Clark	241-4355
	Norma Tims	241-2091
Parents as Partners	Christine Reiff	241-0260
Perkins Act Coordination	Saundra Carter	335-0372
Perkins Regional Allocation Determination	Brenda Mazuca	335-0382
Perkins Regional Secondary Grants	Diana Bailey	373-8904
Perkins State Plan	Saundra Carter	335-0372
Postsecondary Liaison	Joanne Mahony	335-0405
Professional Development	Joanne Mahony	335-0405
Project Lead the Way	Christine Reiff	241-0260
Risk Management/Interagency Labor Law Compliance	Pathway Consultants	
School-to-Registered Apprenticeship/ & Articulation	Glenn Bivins, BAT	377-1746
Special Populations, Programs & Services	Lynne Listeman	373-6731
State Board Continuing Education Units (SB CEUs)	Donna Beltz	373-8204
Teacher Certification/Annual Authorization	Glenna Zollinger-Russell	241-2072
Teacher Preparation Issues/Supply & Demand/ Alternative Certification	Glenna Zollinger-Russell	241-2072
Tech Prep	Joanne Mahony	335-0405
Technical Review Assistance & Compliance (TRAC)	Cynthia McFall	335-3149
Technology Education	Christine Reiff	241-0260
Title IX Coordinator	Norma Tims	241-2091
Transitions Services Liaison	Joanne Mahony	335-0405
Work-Based Learning/Coop	Diana Bailey	373-8904
Work Permit Information	Diana Bailey	373-8904

# **SAMPLE**

## **CEPD Meeting Agenda**

### **(For Teacher and Building Administrator Meeting)**

Location

Date and Time

1. Overview of the OCTP TRAC Process
2. CIP programs that have been scheduled for visitation
  - a. Procedure for communicating with Regional TRAC Coordinator
  - b. Submission of document to OCTP prior to on-site visit
3. **PRIOR TO CIP PROGRAM ON-SITE VISIT PROCESS**  
 The following evidence must be sent to OCTP 30 calendar days prior to the on-site visit.
  - a. **PREPARED NOTEBOOK** containing:
    - 1) Updated (within the previous 60 days) CIP Self-Review Form for selected programs
    - 2) Copies of evidence supporting CIP Self-Review, for example
      - Copy of Teacher Certification
      - Current Articulation Agreements for Tech Prep
      - Program budget information (do not include invoices)
  - b. **Additional evidence:**
    - 1) Current class list (can be cross-walked with 4483)
    - 2) Master class schedule (times of class)
    - 3) Master Schedule for building where program is located
    - 4) Contact person at the school along with sign-in procedure
    - 5) Parking location and building security procedures
    - 6) Location of main office
    - 7) Directions to program teacher's room
    - 8) Directions to off-site program locations
    - 9) Interview schedule and locations
4. **DAY OF CIP PROGRAM ON-SITE VISIT** (allow 2 hours to ½ day for each program)
  - a. OCTP Consultant will check in at program location
    - 1) Discuss and confirm Interview schedule and locations
    - 2) Observation of program in operation
    - 3) Assessment of facility/ equipment
    - 4) Review of on-site documents
    - 5) Interviews
      - Teacher/Instructor
      - Student
    - 6) Exit interview with building contact and teacher(s)
5. **POST ON-SITE VISIT AND NEXT STEPS**
6. OCTP recommends that copies of the required evidence be placed in a notebook in order of the information requested in the CIP Program Self-Review. Please send all information in paper format; do not send it electronically.

## CHECKLISTS

<b>D01–D07 (pgs. 26-33)</b>	Data and Evaluation
<b>F01–F14 (pgs.34-38)</b>	Finance
<b>G01–G12 (pgs. 39-45)</b>	Grants
<b>L01-L05 (pgs. 46-47)</b>	Less-Than-Class-Size

<b>D01 – Non-public School Participation</b>			
<b>REVIEW CRITERIA:</b> Regions have provided for students enrolled in private or religious secondary schools or home schools to participate in CTE programs.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Non public schools are aware of the CTE programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non public schools have been invited to participate in programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non public schools have been invited to participate in planning of grant activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non public school students have access to CTE programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE: Provide evidence for all districts identified by OCTP</b>			
<input type="checkbox"/> <u>One or more of the following:</u> <ul style="list-style-type: none"> <li>a. Letters and list of recipients receiving the letters, providing non-public schools information about CTE programs.</li> <li>b. Examples of replies from nonpublic schools</li> <li>c. Sign-in sheets from meetings, etc., showing participation of non-public entities</li> </ul>			
<b>and</b>			
<input type="checkbox"/> <u>One or more of the following:</u> <ul style="list-style-type: none"> <li>d. Letters and list of recipients receiving the letters, inviting non-public schools to participate in CTE programs.</li> <li>e. Examples of replies from nonpublic schools</li> <li>f. Sign-in sheets from meetings showing participation of non-public entities</li> </ul>			
<b>and</b>			
<input type="checkbox"/> <u>One or more of the following:</u> <ul style="list-style-type: none"> <li>g. Letters and list of recipients receiving the letters, inviting non-public schools to participate in the planning of Perkins III and Tech Prep grant activities.</li> <li>h. Examples of replies from nonpublic schools</li> <li>i. Sign-in sheets from meetings showing participation of non-public entities</li> </ul>			
<b>and</b>			
<input type="checkbox"/> Enrollment records of Non-public Students in district CTE programs in the region (4483)			

<b>D02 – Tech Prep - Program Accessibility</b>			
<b>REVIEW CRITERIA:</b> Students who are members of special populations have full access to Tech Prep programs and program-related services.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Special Populations students have full access to Tech Prep programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Pops Students receive Tech Prep program related services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE: Provide evidence for all districts identified by OCTP</b>			
<input type="checkbox"/> <u>For Secondary and Post-Secondary: one or more of the following:</u> <ul style="list-style-type: none"> <li>a. Enrollment records and documents showing special populations students enrolled in Tech Prep programs and secondary special populations students who graduated and continued in post-secondary.</li> <li>b. Tech Prep outreach materials and activities targeting special populations students.</li> </ul>			
<b>and</b>			
<input type="checkbox"/> <u>One or more of the following:</u> <ul style="list-style-type: none"> <li>a. Counseling records showing services provided to special populations students enrolled in Tech Prep programs,</li> <li>b. Records of accommodations and/ or support services provided to Tech Prep special populations students, e.g., the provision of para-professionals to Tech Prep students.</li> </ul>			

<b>D03 – Perkins, Tech Prep – Quality Data</b>			
<b>REVIEW CRITERIA:</b> CPI data collected and reported was complete and accurate.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
1S1 Academic Achievement data collected was complete and accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1S2 Technical Achievement data collected was complete and accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2S1 High School Completion data collected was complete and accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3S1 Placement data collected was complete and accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4S1 Non-traditional enrollment data collected was complete and accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4S2 Non-traditional completion data collected was complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE: Provide the following evidence for all of the CIP program sections identified by OCTP**

**Evidence for 1S1, 1S2, 2S1, 4S1, and 4S2:**

☐ Semester and final enrollment, program completion status, and grade records

**and**

☐ One or more of the following:

- Documentation of CTEIS training for data entry personnel (verification of workshop attendance),
- User surveys,
- Interviews with staff, including use of data code manual.

**and**

☐ List of personnel who provide the student data (i.e. grades, program completion status, high school completion status, special populations category).

**and**

☐ District endorsed written procedures concerning

- Use of data back-up procedures and schedule (interviews with staff).
- Written procedures for verifying accuracy of CTE data entered into SRSD.

**Evidence for 3S1**

☐ One or more of the following:

- Documentation of interviewer training for follow-up survey (workshop attendance sheets, receipts, interviews with staff, etc),
- Use of interviewer manual, use of appropriate interview methodology (written procedures, manuals, interviews with staff).
- Documentation of in-house training of data entry and interview staff.

<b>D04 – Perkins - Special Population Services</b>			
<b>REVIEW CRITERIA:</b> Districts have assessed and met the needs of special populations.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Special Populations students have received support services to enable them to succeed in CTE programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities related to the assessment of and meeting the needs of special populations reported on the End-of-Year report were accurate and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcomes related to the assessment of and meeting the needs of special populations reported on the End-of-Year report were accurate and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE: Provide evidence for all districts identified by OCTP</b>			
<input type="checkbox"/> <u>One or more of the following:</u> <ul style="list-style-type: none"> <li>a. Documents showing the assessment of the needs of special populations students entering or participating in CTE programs, such as:               <ul style="list-style-type: none"> <li>i. Counseling records</li> <li>ii. Documents showing assessment of needs</li> <li>iii. Other</li> </ul> </li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>b. Documents showing the provision of support services and the evaluation of the outcome to special populations students entering or participating in CTE programs, such as:               <ul style="list-style-type: none"> <li>i. Support services roster</li> <li>ii. Use of para-professionals</li> <li>iii. Other.</li> </ul> </li> </ul> <p><b>and</b></p> <input type="checkbox"/> <u>One or more of the following:</u> documents showing that planned grant activities related to the assessment of and meeting the needs of special populations occurred. Will vary by type of activity; such as: <ul style="list-style-type: none"> <li>c. Sign-in sheets for professional development</li> <li>d. Purchased materials</li> <li>e. Lesson plans</li> <li>f. Student work.</li> </ul> <p><b>and</b></p> <input type="checkbox"/> <u>One or more of the following:</u> documents showing that outcomes, related to the assessment of and meeting the needs of special populations, were achieved as reported on the EOY report; such as: <ul style="list-style-type: none"> <li>g. Self-report surveys of teachers,</li> <li>h. Surveys showing parents' or students' changes in perceptions or practices,</li> <li>i. Student work that shows change over time.</li> <li>j. Other</li> </ul>			

**D05a – Core Performance Indicator Related-Activities****Academic and Technical**

**REVIEW CRITERIA:** Vocational and technical education activities were carried out to meet the State-adjusted levels of performance.

<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
1S1 Academic Achievement – Core Performance Indicator data results were utilized for program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1S1 Academic Achievement Core Performance Indicator data results were shared with vocational instruction staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1S2 Technical Achievement Core Performance Indicator data results were utilized for program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1S2 Technical Achievement Core Performance Indicator data results were shared with vocational instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE: Submit the following evidence only for the CPIs needing improvement:  
Provide evidence for all districts identified by OCTP**

**CPI 1S1:**

☐ One or more of the following:

- a. CTE teacher professional development on how to improve student MEAP scores, including directions and retakes as well as integration of content into curriculum
  - i. Sign-in sheets
  - ii. Agendas
  - iii. Presenter notes.
- b. CPI (including special populations category data) reviewed and used by district, program, and building for program improvement
  - i. Written notes,
  - ii. Memos,
  - iii. Interviews with staff

**and**

- ☐ Documentation that CPI results were shared with appropriate staff (teachers, local administrators, counselors), such as:
- c. Sign-in sheets
  - d. Agendas
  - e. Handouts
  - f. Written notes

**CPI 1S2:**

☐ One or more of the following:

- g. CTE teacher professional development on how to improve student technical achievement, including skill standards and benchmarks, documentation of student participation in CTSO's:
  - i. Attendance or sign-in sheets
  - ii. CTSO meeting records
  - iii. CTSO competition participation records
- h. CPI (including special populations category data) reviewed and used by district, program, and building for program improvement
  - i. Written notes,
  - ii. Memos,
  - iii. Interviews with staff

**and**

- ☐ Documentation that CPI results were shared with appropriate staff (teachers, local administrators, counselors):
- iv. Sign-in sheets,
  - v. Agendas,
  - vi. Handouts,
  - vii. Notes



**D05a Academic and Technical (continued)**

- ☐ Documentation of recruitment efforts and support targeted to non-traditional students, such as:
- viii. Recruitment materials that depict non-traditional occupations;
  - ix. Use of “feeder” classes with gender-fair classrooms;
  - x. Participation lists for open houses for non-traditional students and parents.
- i. CPI (including special populations category data) reviewed and used by district, program, and building for program improvement,
- i. Memos,
  - ii. Interviews with staff,
  - iii. Written notes

**and**

- ☐ Documentation that CPI results were shared with appropriate staff (teachers, local administrators, counselors):
- iv. Sign-in sheets,
  - v. Agendas,
  - vi. Handouts,
  - vii. Notes,
  - viii. Sign-in sheets agendas, notes, etc. from CTE teacher and counselor professional development on how to improve non-traditional enrollment.

**D05b – Core Performance Indicator Related-Activities****Completion and Placement**

**REVIEW CRITERIA:** Vocational and technical education activities were carried out to meet the State-adjusted levels of performance.

<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
2S1 High School Completion Core Performance Indicator data results were utilized for program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2S1 High School Completion Core Performance Indicator data results were shared with vocational instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3S1 Placement Core Performance Indicator data results were utilized for program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3S1 Placement Core Performance Indicator data results were shared with vocational instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE: Submit the following evidence only for the CPIs needing improvement:**

**Provide evidence for all districts identified by OCTP**

**CPI 2S1:**

- ☐ One or more of the following:
- j. CTE teacher professional development on how to improve student high school completion
    - i. Attendance or sign-in sheets
    - ii. CTSO meeting records
    - iii. CTSO competition participation records
  - k. CPI (including special populations category data) reviewed and used by district, program, and building for program improvement
    - i. Written notes,
    - ii. Memos,
    - iii. Interviews with staff

**and**

- ☐ Documentation that CPI results were shared with appropriate staff (teachers, local administrators, counselors):
- iv. Sign-in sheets,
  - v. Agendas,
  - vi. Handouts,
  - vii. Notes

**D05b Completion and Placement (continued)****CPI 3S1:**

☐ One or more of the following:

- l. Documentation of placement assistance to CTE program completers, such as:
  - i. Placement coordinator task sheets,
  - ii. Business/industry contact lists,
  - iii. Participation lists for placement/career fairs,
  - iv. Participation agreements for internships, job shadows, mentorships or other work-based experiences.
- m. CPI (including special populations category data) reviewed and used by district, program, and building for program improvement
  - i. Written notes,
  - ii. Memos,
  - iii. Interviews with staff

**and**

☐ Documentation that CPI results were shared with appropriate staff (teachers, local administrators, counselors):

- iv. Sign-in sheets,
- v. Agendas,
- vi. Handouts,
- vii. Notes
- viii. CTE teacher professional development on how to improve placement – sign-in sheets, agendas, or notes.

**D05c – Core Performance Indicator Related-Activities****Non-Trad Enrollment and Completion**

**REVIEW CRITERIA:** Vocational and technical education activities were carried out to meet the State-adjusted levels of performance.

<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
4S1 Non-traditional enrollment Core Performance Indicator data results were utilized for program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4S1 Non-Traditional enrollment Core Performance Indicator data results were shared with vocational instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4S2 Non-traditional completion Core Performance Indicator data results were utilized for program improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4S2 Non-traditional completion Core Performance Indicator data results were shared with vocational instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE: Submit the following evidence only for the CPIs needing improvement:**

**Provide evidence for all districts identified by OCTP**

**CPI 4S1:**

☐ One or more of the following:

- n. Documentation of recruitment efforts and support targeted to non-traditional students, such as:
  - i. Recruitment materials that depict non-traditional occupations;
  - ii. Use of “feeder” classes with gender-fair classrooms;
  - iii. Participation lists for open houses for non-traditional students and parents.
- o. CPI (including special populations category data) reviewed and used by district, program, and building for program improvement,
  - i. Memos,
  - ii. Interviews with staff,
  - iii. Written notes

**and**

☐ Documentation that CPI results were shared with appropriate staff (teachers, local administrators, counselors):

- iv. Sign-in sheets,
- v. Agendas,
- vi. Handouts,

**D05c Non-Trad Enrollment and Completion (continued)**

- vi. Notes,
- vii. Sign-in sheets agendas, notes, etc. from CTE teacher and counselor professional development on how to improve non-traditional enrollment.

**CPI 4S2:**

☐ One or more of the following:

- p. Documentation of support to non-traditional students such as:
  - i. Support groups,
  - ii. Mentors,
  - iii. Support services,
  - iv. Exit interviews, other.
- q. CPI (including special populations category data) reviewed and used by district, program, and building for program improvement
  - i. Written notes,
  - ii. Memos,
  - iii. Interviews with staff

**and**

☐ Documentation that CPI results were shared with appropriate staff (teachers, local administrators, counselors):

- iv. Sign-in sheets,
- v. Agendas,
- vi. Handouts
- vii. Sign-in sheets agendas, notes, etc. from CTE teacher, and counselor professional development on how to improve non-traditional program completion.

<b>D06 – Added Cost - Quality Data</b>			
<b>REVIEW CRITERIA:</b> The CEPD/District has submitted complete and accurate data utilized for the calculation of Added Cost funds.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Student enrollment reports align with teachers' enrollment records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course instruction time reported on the 4483 aligns with the master class schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE: Provide evidence for the CIP program sections identified by OCTP.</b>			
<input type="checkbox"/> Teacher enrollment records <b>and</b> <input type="checkbox"/> Master class schedule <b>and</b> <input type="checkbox"/> Interview with staff			

<b>D07 – Added Cost – Placement of CTE Program Completers</b>			
<b>REVIEW CRITERIA:</b> OCTP establishes performance goals pertaining to CTE program-related placement and Districts analyze program placement data to evaluate the effectiveness of CTE programs.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Students continue education or employment in program-related jobs or training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Districts review total and related placement data by district, program, and building; and include it in the analysis of the effectiveness of the CTE program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Districts share placement information, including related placement, with vocational instruction staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Districts use placement, including related placement, information to improve programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE: Provide evidence for all districts identified by OCTP</b>			
<input type="checkbox"/> <u>One or more of the following:</u> <ol style="list-style-type: none"> <li>Documentation of placement assistance to program completers such as               <ol style="list-style-type: none"> <li>Placement coordinator task sheets,</li> <li>Business/industry contact lists,</li> <li>Participation lists for placement/career fairs,</li> <li>Participation agreements for internships, job shadows, mentorships or other work-based experiences.</li> </ol> </li> </ol>			
<b>and</b> <input type="checkbox"/> Documentation that shows that placement data was reviewed and included in the analysis of the effectiveness of the CTE program by district, program, and building			
<ol style="list-style-type: none"> <li>Placement data: Written notes, Memos, Interviews with staff showing review and analysis</li> <li><u>Related</u> placement data: Written notes, Memos, Interviews with staff showing review and analysis of data.</li> </ol>			
<b>and</b> <input type="checkbox"/> Documentation that placement results were shared with appropriate staff (teachers, local administrators, counselors); such as:			
<ol style="list-style-type: none"> <li>Placement data: Sign-in sheets, Agendas, Handouts, Notes showing review of data</li> <li><u>Related</u> placement data: Sign-in sheets, Agendas, Handouts, Notes showing review of data</li> </ol>			
<b>and</b> <input type="checkbox"/> Documentation that placement results were used to improve programs; such as:			
<ol style="list-style-type: none"> <li>Placement data: Program advisory or development meeting minutes showing review of data</li> <li><u>Related</u> placement data: Program advisory or development meeting minutes showing review of data.</li> </ol>			

<b>F01 - SUPPLEMENT NOT SUPPLANT - CTE Perkins, Tech Prep Perkins, Added Cost</b>			
<b>REVIEW CRITERIA:</b> Funds were used to supplement state and local funds and not supplant such state and local funds.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Local-funded positions have been maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Governing Board endorses a “no supplanting” policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Local contribution has remained consistent from grant year to grant year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Financial Policies & Procedures Manual	<input type="checkbox"/> OCTP Desk Audit of previous year grant expenditures compared to current year.		
<input type="checkbox"/> Board Policy regarding non-supplanting	<input type="checkbox"/> Interview with Business Official		
<input type="checkbox"/> DLEG Community College on-site visit report	<input type="checkbox"/> Financial Reports (i.e. Expenditure report by program, expense report by location)		
<input type="checkbox"/> OMB Circular A-133, “Single Audit Report”/Local Audits	<input type="checkbox"/> Other		

<b>F02- NON CONFLICT OF INTEREST- CTE Perkins, Added Cost</b>			
<b>REVIEW CRITERIA:</b> Funds used to acquire equipment (including computer software) did not ever result in any direct financial benefit (1) To any organization representing the interests of the purchasing entity, (2) To any of its (the organization’s) employees or affiliates.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Board policies that prohibit direct financial benefit of both of the above.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Process/procedure for equipment purchases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Financial Policies & Procedures Manual	<input type="checkbox"/> Appropriate sign-off of purchases on Invoices/Requisitions		
<input type="checkbox"/> Board Policy on non-conflict of interest	<input type="checkbox"/> Interview with Business Official		
<input type="checkbox"/> Policy/procedures for purchase of equipment (i.e. competitive bidding process)	<input type="checkbox"/> Other		

<b>F03 - EXPENDITURE MONITORING - CTE Perkins, Tech Prep Perkins</b>			
<b>REVIEW CRITERIA:</b> All of the funds made available under this Act shall be used in accordance with requirements of the Act			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Process/procedures for monitoring program expenditures with approved budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Budget system description for separate fund categories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Fiscal agency monitoring of LEA expenditures & grant activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Other			
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Financial Policies & Procedures Manual	<input type="checkbox"/> Interview with Business Official		
<input type="checkbox"/> Policies/Procedures for Purchasing	<input type="checkbox"/> Financial Records/Reports (i.e. Expenditure report by program, expense report by location)		
<input type="checkbox"/> Process/Procedures /Forms used for monitoring reimbursed local agency	<input type="checkbox"/> Chart of Accounts		
<input type="checkbox"/> DLEG Community College on-site visit report	<input type="checkbox"/> Other		
<input type="checkbox"/> Samples of annual monitoring of reimbursed Local Districts			

<b>F04 - FISCAL CONTROL - CTE Perkins, Tech Prep Perkins</b>			
<b>REVIEW CRITERIA:</b> Fiscal control and fund accounting procedures are provided as necessary to ensure proper expenditure of and accounting for Federal and State funds expended for CTE			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Policies/procedures for Fund accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Monthly or quarterly federal reimbursements are requested from the state through MEIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) 100% federal funded position certification 2 times per year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Split-fund position time keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) CTE Perkins funded equipment (over \$5,000) is maintained on a 3-year inventory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) CTE Perkins funded equipment (over \$5,000) is tagged and available for student use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Financial Policies & Procedures Manual	<input type="checkbox"/> Interview with Business Official		
<input type="checkbox"/> 100% Certification Policy & Procedures Documents	<input type="checkbox"/> Financial Account balance reports		
<input type="checkbox"/> Copies of Split Funded Time Sheets	<input type="checkbox"/> Payroll Documentation		
<input type="checkbox"/> Split Funded Time Sheets policy/procedure document	<input type="checkbox"/> Invoice/requisitions, purchase orders		
<input type="checkbox"/> Random classroom visits	<input type="checkbox"/> Chart of Accounts		
<input type="checkbox"/> Copies of 100% certification of Federal Funded position	<input type="checkbox"/> Financial Records		
<input type="checkbox"/> 100% certification of Federal Funded position policy/procedure document	<input type="checkbox"/> DLEG Community College on-site visit report		
<input type="checkbox"/> Other			

<b>F05- AUDIT TRAIL - CTE Perkins, Tech Prep Perkins, Added Cost</b>			
<b>REVIEW CRITERIA:</b> Clear audit trail for accountability of revenues and expenses.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Process/procedures for documentation of revenues and expenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Process for budget development and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Records Retention Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Financial Policies & Procedures Manual	<input type="checkbox"/> Interview with Business Official		
<input type="checkbox"/> Previous Audit Reports	<input type="checkbox"/> Records Retention Schedule (ex: "The Retention and Disposal of Public School Records")		
<input type="checkbox"/> DLEG Community College on-site visit report	<input type="checkbox"/> Chart of Accounts		
<input type="checkbox"/> Other			

<b>F06 - USE OF FUNDS - Added Cost</b>			
<b>REVIEW CRITERIA:</b> Added Cost funds received by each fiscal agency have been used in accordance with approved department rules.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Process/procedures for ensuring monitoring that all State Aid 61a.1 funds are used only for CTE state-approved programs, in line items approved by the department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Process/procedures for ensuring/monitoring that no less than 90% of Added Cost funds received were used for program improvement purposes as defined within the Added Cost Guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Process/procedures for ensuring/monitoring that Added Cost funds received for FCS-Parenthood courses were expended only in the FCS program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Process for the prioritization of programs to receive the 40% CEPD options portion of Added Cost funds within the CEPD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Financial Records for FCS/Parenthood	<input type="checkbox"/> Interview with CEPD Financial Manager		
<input type="checkbox"/> Single Audit Report (ISD)	<input type="checkbox"/> Fund account codes for Added Cost		
<input type="checkbox"/> Local established policies	<input type="checkbox"/> CEPD Advisory Committee meeting minutes		
<input type="checkbox"/> OCTP Desk Audit of Added Cost Expense Report/incidence where added cost rules were violated	<input type="checkbox"/> Written process for prioritization of CEPD options		
<input type="checkbox"/> Financial documentation supporting 90% program improvement expenditures	<input type="checkbox"/> Other		

<b>F07 - LOCAL CONTRIBUTION - Added Cost</b>			
<b>GRANT INITIATIVE:</b> Added Cost			
<b>REVIEW CRITERIA:</b> Added Cost funds were matched in accordance with approved department policy.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Process/procedures for monitoring expenditures to ensure that the local contribution requirement as determined by OCTP is met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Financial Records	<input type="checkbox"/> Interview with CEPD Financial Manager		
<input type="checkbox"/> Written Policies and Procedures for Added Cost Dollars)	<input type="checkbox"/> OCTP Desk Audit of 4033 Report		

<b>F08 - GRADES 11 &amp; 12 - Tech Prep Perkins</b>			
<b>REVIEW CRITERIA:</b> Tech Prep funds are used to provide vocational and technical education programs only to students in the 11 <sup>th</sup> grade or above.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) TP funds are limited to 2+2 aligned activities serving grades 11-16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Secondary TP students are enrolled in grades 11-12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Random sample of articulated program class lists with grade of student indicated.	<input type="checkbox"/> Written Policies/Procedures for grades of students participating in Tech Prep		
<input type="checkbox"/> Financial Reports indicating expenditures for aligned/articulated program.	<input type="checkbox"/> Listing of all TP articulated programs.		

<b>F09- ADMINISTRATION EXPENDITURE - Tech Prep Perkins</b>			
<b>REVIEW CRITERIA:</b> Administration was no more than 5% of the total grant expenditures			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Process/procedures for budget development and expenditure monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Written policy/procedure for determining and modifying grant expenditures.		<input type="checkbox"/> OCTP desk audit of Tech Prep grant, final expenditures, and DS 4044	
<input type="checkbox"/> Financial documentation supporting 5% of expenditures (i.e. salary records)			

<b>F10 - COORDINATION EXPENDITURE - Tech Prep Perkins</b>			
<b>REVIEW CRITERIA:</b> Coordination was no more than 15% of the total grant allocation.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Process/procedures for expenditure monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Written policy/procedure for determining and modifying grant expenditures.		<input type="checkbox"/> OCTP desk audit of Tech Prep grant, final expenditures, and DS 4044	
<input type="checkbox"/> Financial documentation supporting 15% of expenditures (i.e. salary records)			

<b>F11 - GRADES 9 AND ABOVE - CTE Perkins</b>			
<b>REVIEW CRITERIA:</b> No funds received were used to provide state-approved CTE programs to students prior to the 9 <sup>th</sup> grade.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) All CTE students are in grades 9-12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Funds are available for state-approved, wage earning CTE programs only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Documentation of which programs/classes received reimbursement from Perkins funds.		<input type="checkbox"/> Random sample of reimbursed state-approved class lists with grade of students indicated.	
<input type="checkbox"/> Interview with counselors.		<input type="checkbox"/> Other .	

<b>F12 - STW ACTIVITIES - CTE Perkins</b>			
<b>REVIEW CRITERIA:</b> No funds were used to provide funding under the School to Work (STW) Opportunities Act of 1994, or to carry out, through programs funded under Perkins Act, activities that were funded under the STW Act, unless those programs serve only eligible participants under the Perkins Act.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Procedures ensuring that only eligible CTE students are served by this funding (grades 9-12).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Random sample of class lists with grade of students indicated.		<input type="checkbox"/> Response to counselor interview questions.	
<input type="checkbox"/> Other			



<b>F13 - STUDENT CHOICE - CTE Perkins</b>			
<b>REVIEW CRITERIA:</b> No funds were used to a) require students to choose or pursue a specific career path or major, and b) require an individual to participate in a CTE program, including programs that require attainment of the federally funded skill level, standard, or certificate of mastery.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Career counseling procedures ensuring that no students are required to choose or pursue a specific career path or major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Career counseling procedures ensuring that no individual is required to participate in a CTE program, including programs that require attainment of the federally funded skill level, standard, or certificate of mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Selection/application forms for area center programs.	<input type="checkbox"/> Interview with counselors and/or guidance class teacher.		
<input type="checkbox"/> Marketing brochures.	<input type="checkbox"/> Student career exploration/guidance materials.		
<input type="checkbox"/> Interviews with students.			

<b>F14 - ADMINISTRATION EXPENDITURE - CTE Perkins</b>			
<b>REVIEW CRITERIA:</b> Administration was no more than 5% of the total grant expenditures.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a) Process/procedures for monitoring and modifying grant expenditures ensuring no more than 5%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Financial documentation supporting 5% of expenditures. (i.e. supporting salary records.)	<input type="checkbox"/> Written policies/procedures for determining and modifying grant expenditures.		
<input type="checkbox"/> OCTP desk audit of grant, final expenditures, and DS 4044			

<b>Grants</b>			
<b>G01 – CORE PERFORMANCE INDICATOR RELATED-ACTIVITIES</b>			
<b>REVIEW CRITERIA:</b> Vocational and technical education activities were carried out to meet the State-adjusted levels of performance. Regional documentation and tools demonstrate specific measurable outcomes for individual districts.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
CPI-related <u>activities</u> reported on <b>End-of-Year</b> report were accurate and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPI-related <u>final outcomes</u> to activities reported on <b>End-of-Year</b> report were accurate and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide evidence that measurable outcomes actually occurred in the approved activities in the grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>OCTP will identify at least 20% of activities in the EOY that will be reviewed on-site. Priority will be made to selecting activities related to CPI Regional deficiencies, and counselor training/professional development activities.</p> <p><b>POSSIBLE EVIDENCE:</b></p> <p><input type="checkbox"/> Documentation showing evidence that Planned activities took place. Will vary by type of activity – such as:</p> <ul style="list-style-type: none"> <li>r. Sign-in sheets for professional development,</li> <li>s. Purchased materials,</li> <li>t. Lesson plans,</li> <li>u. Student work</li> </ul> <p><b>and</b></p> <p><input type="checkbox"/> Outcomes were achieved as reported, such as:</p> <ul style="list-style-type: none"> <li>v. Self-report surveys of teachers,</li> <li>w. Parents or students showing changes in perceptions or practices,</li> <li>x. Examples of student work showing change over time.</li> </ul> <p><input type="checkbox"/> Documents showing completion or implementation at participating <u>district</u> level.</p> <p><input type="checkbox"/> Documents showing completion or implementation at the <u>regional</u> level.</p>			

<b>Grants</b>			
<b>G02 – CTE PROGRAM EQUITY</b>			
<b>REVIEW CRITERIA:</b> Vocational and technical education programs will address equity issues, and provide equal opportunities to individuals without discrimination on the basis of race, religion, national origin, gender, marital status, disability, or age.			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
All students have equal access to CTE programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All students have been included in outreach activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE: Provide evidence for all districts identified by OCTP</b>			
<input type="checkbox"/> <u>One or more of the following:</u> <ul style="list-style-type: none"> <li>a. Documents showing in-service activities or workshops on diversity, including gender equity;</li> <li>b. Material and curricula promoting diversity;</li> <li>c. Counseling/advising and admission policies demonstrating equal access to CTE programs.</li> </ul>			
<b>and</b>			
<input type="checkbox"/> <u>One or more of the following:</u> <ul style="list-style-type: none"> <li>d. Outreach materials, which <u>may</u> include outreach brochures, videos, letters or flyers to parents &amp; students that provide evidence of equity.</li> <li>e. Posters, booklets, and other items in the major languages of the region.</li> <li>f. Non-discrimination policies, agendas and guest lists from outreach activities showing inclusion of all students.</li> </ul>			

<b>Grants</b>			
<b>G03 - JOINT REGIONAL PLANNING</b>			
<b>REVIEW CRITERIA:</b> Joint planning and coordination of CTE programs has occurred with:			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
The Workforce Development Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Advisory Committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other interested parties (e.g. public comment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent with WDB Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> WDB and EAG Agendas         </div> <div style="width: 50%;"> <input type="checkbox"/> WDB and EAG Meeting Minutes         </div> <div style="width: 50%;"> <input type="checkbox"/> Minutes indicating approval of new CTE program applications         </div> <div style="width: 50%;"> <input type="checkbox"/> Public notice of meeting         </div> <div style="width: 50%;"> <input type="checkbox"/> The Strategic Planning Document         </div> <div style="width: 50%;"> <input type="checkbox"/> Documents supporting regional grant priorities         </div> <div style="width: 50%;"> <input type="checkbox"/> Other         </div> </div>			

**Grants****G04 – ROLES OF STAKEHOLDERS****REVIEW CRITERIA:** Roles of stakeholders are identified and representation is documented:

<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
District Roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISDs Roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Career Academies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Postsecondary Institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labor representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE:**

- ☐ Documents showing meetings and communication with identified stakeholders (e.g. meeting minutes, agendas, letters, memos)
- ☐ Strategic planning document.
- ☐ WDB-EAG DLEG approved membership roster for year
- ☐ Other

**Grants****G05 – EAG REVIEW****REVIEW CRITERIA:** EAGs reviewed the plans and there was adequate EAG representative attendance at meetings. EAG has reported its finding and made recommendations to participating agencies, WDB and department

<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
EAG Review and approval of grant documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EAG recommendation received by participating agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE:**

- ☐ Meeting agenda
- ☐ Attendance roster demonstrating quorum
- ☐ Meeting minutes
- ☐ Other
- ☐ Documents demonstrating receipt of recommendations of EAG based on review of accountability reports (e.g. letters, memos)

**Grants****G06 – PROGRAM PLAN FOR SPECIAL POPS**

**REVIEW CRITERIA:** The plan must address how the region reviews vocational programs, identifies barriers and adopts strategies to increase success in programs for special populations. :

<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Access barriers for special populations have been identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies to overcome barriers have been developed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies to overcome barriers have been implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE:**

- ☐ Evidence of Implementation of CIP improvement plan strategies related to barriers. ☐ Outreach and accessibility reports
- ☐ OCR Compliance Plan addressing any barriers (if applicable) ☐ Other
- ☐ Special Pops service logs from classroom teachers, SPOPS Coordinator or para-pros.

**Grants****G07 – PROFESSIONAL DEVELOPMENT FOR PERSONNEL**

**REVIEW CRITERIA:** Comprehensive professional development was provided for the following personnel:

<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Vocational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE:**

- ☐ Registration/sign-in sheets ☐ New teacher orientation rosters
- ☐ Proof of attendance at OCTP Updates ☐ Agendas and support materials from local or regional in-services
- ☐ Agendas from attendance at state and national professional development conferences. ☐ Other

**Grants****G08 – PROFESSIONAL DEVELOPMENT FEATURED AREAS****REVIEW CRITERIA:** Professional development occurred for teachers, counselors and administrators that included:

<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Effective teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staying current within their area of specialty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE:**

- ☐ Registration/sign-in sheets
 ☐ Documentation of university credits or CEUs  
☐ Agendas from attendance at state and national professional development conferences
 ☐ Agendas and support materials from local or regional in-services  
☐ Other

**Grants****G09 – REQUIRED CONTENTS OF TECH PREP****REVIEW CRITERIA:** Tech Prep Programs consist of:

<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
No less than 2 years of secondary and 2 years of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a common core of required proficiency in math, science, reading, writing, communications, and technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are designed to lead to a degree or certificate in a specific career field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**POSSIBLE EVIDENCE:**

- ☐ Current (within one year) valid Articulation Agreements between the program and community college(s) and/or 4-year institutions
 ☐ Articulation Agreements are on file and reviewed annually  
☐ Curriculum guides at the secondary and post-secondary level showing program alignment
 ☐ Career Cluster Grid – completed at program level  
☐ Other

<b>Grants</b>			
<b>G10 – CTE &amp; TECH PROGRAMS SUPPORT USE OF TECHNOLOGY</b>			
<b>REVIEW CRITERIA:</b> Local program reviews demonstrate:			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Developed, improved, or expanded use of technology in career technical education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training to use state-of-the-art technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with skills to enter high technology and telecommunications fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in internships or mentoring programs with high technology industries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Documentation of updated curriculum demonstrating new technologies being utilized in career and technical education. <input type="checkbox"/> List of teachers who attended technology in-services.			
<input type="checkbox"/> List of students participating in internships and mentoring programs. <input type="checkbox"/> Documentation of a district-wide technology plan.			
<input type="checkbox"/> Other			

<b>Grants</b>			
<b>G11 – IMPLEMENTATION OF TECH PREP PROGRAMS</b>			
<b>REVIEW CRITERIA:</b> Evidence that Tech Prep in-service training occurred for both secondary and postsecondary teacher including:			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Effective implementation of tech prep programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint training for teachers in the consortium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training to stay current	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on training postsecondary faculty in the use of contextual and applied curricula and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in the use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Agendas and materials from training programs for Secondary/Post-Secondary <input type="checkbox"/> Attendance rosters of in-service training			
<input type="checkbox"/> Other			

<b>Grants</b>			
<b>G12 – COUNSELOR TRAINING RE: TECH PREP</b>			
<b>REVIEW CRITERIA:</b> Counselor training has included how to:			
<b>CRITICAL ELEMENTS</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Effectively provide information to students regarding tech prep programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide information on related employment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that students are placed in appropriate employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help counselors stay current with the needs expectations and methods of business and all aspects of an industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POSSIBLE EVIDENCE:</b>			
<input type="checkbox"/> Printed or visual media/web information training documentation.	<input type="checkbox"/> Tech Prep course descriptions and alignment of programs between secondary and postsecondary		
<input type="checkbox"/> Labor market information training documentation.	<input type="checkbox"/> Placement options training documentation.		
<input type="checkbox"/> Attendance at professional development workshops documentation.	<input type="checkbox"/> Liaison roles with Michigan Works agencies and other community connections training documentation.		
<input type="checkbox"/> Internship experiences with employer's documentation.	<input type="checkbox"/> Other		



<b>Less Than Class Size</b>	
<b>L01- PROGRAM STAFF: APPROPRIATELY CERTIFIED TEACHER/TRAINER</b>	
Possible Evidence:	
<input type="checkbox"/> Copies of training agreements	<input type="checkbox"/> Annual authorization
<input type="checkbox"/> Training plans	<input type="checkbox"/> License/Industry Certifications
<input type="checkbox"/> Guidelines for Less Than Class Size CTE Programs	
Name of Instructor (employed by training site):	
Social Security Number:	
Current valid Michigan teaching certificate:	
<input type="checkbox"/> LTCS Annual Authorization (required)	
<input type="checkbox"/> Licensure (if applicable)	
<input type="checkbox"/> Industry Certification (if applicable)	
Certification Number:	Expiration Date:

<b>Less Than Class Size</b>	
<b>L02 - LTCS DESIGNATED PLACEMENT COORDINATOR (employed by school district)</b>	
Possible Evidence:	
<input type="checkbox"/> Copies of teaching credentials	
<input type="checkbox"/> License/Industry certifications	
<input type="checkbox"/> Transcripts	
Name of LTCS Designated Coordinator:	
List Credentials:	
License:	
Expiration Date:	

<b>Less Than Class Size</b>		
<b>L03 – IMPLEMENTATION OF STANDARDS/COURSE CONTENT</b>		
Required Evidence:		
<input type="checkbox"/> Training plan outlining competencies		
<input type="checkbox"/> Course syllabi/curriculum guides		
Optional Evidence:		
<input type="checkbox"/> Student portfolios, including EDPs		
Curriculum is based on and reflects: (all are required)	<input type="checkbox"/> Alignment to National Career Clusters	<input type="checkbox"/> Preparation for program specific job titles
	<input type="checkbox"/> Alignment to State Program Standards	<input type="checkbox"/> Preparation for post-high school placement
	<input type="checkbox"/> Industry Standards	<input type="checkbox"/> Michigan Career and Employability Standards

<b>Less Than Class Size</b> <b>L04 – COURSE INSTRUCTIONAL TIME</b>	
Possible Evidence:	
<input type="checkbox"/> Time/Attendance Sheets <input type="checkbox"/> Training Agreements	
<b>Minimum Minutes:</b> 7,200 - except 14,400 for EMIT and Arts & Communications.	<input type="checkbox"/> 7,200 minutes <input type="checkbox"/> 14,400 minutes <input type="checkbox"/> More than 14,400 minutes

<b>Less Than Class Size</b> <b>L05 - SUCCESSFUL COMPLETER INFORMATION</b>
Possible Evidence:
<input type="checkbox"/> Written program completer policy <input type="checkbox"/> Process used by LTCS Coordinator to identify student completers Describe criteria:

## **On-site Visit Interview Questions**

### **CIP Program On-site Visit**

- CTE Instructor
- Student

### **Region On-site Visit**

- Special Populations Coordinator
- Counselor(s) / WBL Placement Personnel
- CTE Administrator(s)
- CTEIS User or Contact
- CTE Follow-Up
- Business/Financial Officer
- CI Coordinator, CTE Administrator, Tech Prep Coordinator

**Career and Technical Education CIP Program On-site Visit  
Program Consultant Interview Questions  
CTE Instructor**

Implementation of Standards/Course Content

1. What is taught in your course/program?

Professional Development

2. What professional development related to your content area have you participated in the last two years?

Recommended Equipment

3. Do you have what you need to deliver a quality program?

Established Advisory Committee

4. Describe your advisory committee and their activities.

Completer Policy – (not applicable to FCS)

5. What is your grading system and what is the average student GPA for your class?

Expenditure of Funds

6. How do you use state/federal funding for your program?

Curriculum Michigan Curriculum Frameworks

7. What are you doing to assure academic achievement for your students?

Program Level Data – (not applicable to FCS)

8. Do you know what Core Performance Indicators are?

Program Access

9. What do you do to encourage enrollment and completion for students who are of the opposite gender to most of your students (non-traditional)?

Career and Technical Student Organization Participation

10. Tell me about your involvement with CTSO?

Work-based Learning – (not applicable to FCS)

11. How are work-based learning experiences incorporated into your program?

Successful Completer Information – (not applicable to FCS)

12. How does your district track your completers (what are they doing after graduation)?

Postsecondary – Secondary Alignment/Linkages – (not applicable to FCS)

13. Have you worked on an articulation agreement with a postsecondary institution for this program?

Unique Program Features

14. What would you like us to know about this program?

Content Specific Question

15. Content specific question designed by consultant staff for their specialty area.

**Career and Technical Education CIP Program On-site Visit  
Program Consultant Interview Questions  
Student**

Implementation of Standards/Course Content

1. Can you describe what you do/learn in this class?

Strategies to Eliminate Barriers to Program Access

2. How did you find out about this program?

Work-based Learning – (optional for FCS)

3. What work-based learning experiences have you participated in?

Career and Technical Student Organization Participation

4. Are you aware of or have you participated in a CTSO?

Postsecondary – Secondary Alignment/Linkages – (optional for FCS)

5. Are you aware of any college credit available if you complete this program and go to a local college?

Unique Program Features

6. What do you especially like about this program?
7. What are your career goals?
8. If you could change something about the program, what would it be?
9. Has the (math, science, English, social studies) from this program helped you with your general studies?

## **Grant Interview Questions Special Populations Coordinator**

### Grants – Program Plan for Special Pops

1. How do you learn which students have been identified as doing poorly on the MEAP? What support services are available for these students?

### Grants – Program Plan for Special Pops, Grants – Program Equity

2. What types of support are available for students pursuing a non-traditional Career area?

### Grants – Program Equity

3. Are there any pre-requisites for enrolling in CTE courses in your district? At the Career Center?

### Grants- Program Plan for Special Pops

4. What type of follow up is done if a student drops a CTE class? What reasons do they give for not completing?

### Grants – Program Plan for Special Pops, Grants – Program Equity

5. What barriers do you encounter in placing students in CTE and how do you work to overcome those barriers?

### Grants – Program Plan for Special Pops

6. How do you identify students needing remediation or support services? How do you follow up with these students?

### Grants – Program Plan for Special Pops, Grants – Program Equity

7. What is the process for providing information to your CTEIS data entry user regarding student special population status? (Special Pop's. are more expansive than "special ed." students, including economically disadvantaged, nontraditional students, etc.)

### Grants – Program Plan for Special Pops

8. What services are provided for special populations at your building, local district, and/or regional basis?
9. Any additional questions as a result of document review.

**Grant Interview Questions  
Counselor(s) and  
Work-Based Learning Placement Personnel Interview Questions**

**Grants – Program Equity**

**Data - Private/Non-profit student participation**

1. How are all students including private non-profit schools made aware of CTE program opportunities through your career development activities?

**Financial – Student Choice**

2. Under what circumstances or criteria are students advised to enroll in classes/pursue CTE?
3. How is it determined if a student goes into a CTE program and what CTE program the student enters?
4. Are students ever required to participate in a CTE program, including programs that require attainment of the federally funded skill level standard, or certificate of mastery?

**Data – CTE Activities CPI**

5. What is the process used to encourage students to take the MEAP?

**Grants – Program Equity**

6. Are there any pre-requisites for enrolling in CTE courses in your district? At the Career Center?

**Grants- Program Plan for Special Pops**

7. What type of follow up is done if a student drops a CTE class? What reasons do they give for not completing?

**Grants – Program Plan for Special Pops, Grants – Program Equity**

8. What barriers do you encounter in placing students in CTE and how do you work to overcome those barriers?

**CIP – CIP Self Review WBL**

9. Describe the Work Based Learning opportunities in your CEPD available to students in state approved CTE program LTCS, Capstone, etc.
10. How do you evaluate appropriate and safe worksites for these Work Based Learning placements?
11. Any additional questions as a result of document review.

## **Data, Evaluation, & Accountability Interview Questions CTE Administrator/Director**

1. What is your process for sharing data between the SRSD and the CTEIS?
2. What is the process for providing information to the CTEIS user regarding student special population(s) status?

### **Data Accuracy Verification**

3. How do you insure that all student information is secure? (FERPA)
4. What processes and procedures do you have in place to back up your CTE data?
5. How do you assure business licenses (for contracted programs) are current?

### **Inclusion**

6. In comparison to CTE programs statewide: - what process is established to assure representation of all groups?

### **Program Completion Status – (CPI 1S1, 1S2, 2S1, 3S1,4S2)**

7. Who determines if a student has completed a program?
8. What criteria are used to determine that a student has completed a program?
9. What is the process for providing info to the CTEIS user regarding student completion status?

### **Academic Achievement – (CPI 1S1)**

10. What information are you provided about your students MEAP results, who has taken MEAP tests, how many they have taken, etc?
  - 10a. If not, what actions have you taken to gain access to MEAP results?
11. Do you identify who did poorly on MEAP tests?



12. What efforts have been made to encourage students to take/retake the MEAP?
13. What support services are available for students who have been identified as doing poorly on the MEAP?

CO-OP (Work Based Learning)

14. What process do you use to determine student eligibility for Co-Op?

Exit Status (1S1, 1S2, 2S1, 3S1)

15. What is the process for determining exit status?

CTSO

16. Do you operate a CTSO?

CTE Perkins – (CPI 3S1)

17. How do you maintain confidentiality for CTE Follow-up survey responses?
18. Who conducts the CTE Follow-up survey?
19. What kind of training do interviewers receive?
20. Do you have a copy of the CTE Follow-up Interview Protocol Manual?
21. How many times do interviewers attempt to reach students for follow-up?
22. How do you obtain current phone numbers for Follow-up purposes?
23. Do instructors share information about follow-up with students?
24. How is information (particularly related placement) from the CTE follow-up survey disseminated/used for program improvement?
25. That professional development or information on the evaluations have you provided your CTE instructors?

Teacher Certification

26. What is your process for providing information to the CTEIS user regarding teacher certification information?

## **Data, Evaluation, & Accountability Interview Questions CTEIS User or Contact**

1. Does the fiscal agency import student data from its district database?
2. Who is your SRSD Coordinator?
3. What is your process for sharing data between the SRSD and CTEIS?
4. Have you used the OCTP CTEIS Data Code Manual? Was it helpful? (Recommendations)

### **Data Accuracy/Verification**

5. What is your process for collecting course information?
6. What is your process for collecting student enrollment information?
7. How do you insure that all student information is secure? (FERPA)
8. What processes and procedures do you have in place to back up your CTE data?

### **Program Completion Status**

9. What is the process for you to obtain student completion status?
10. How do you obtain current phone numbers for follow-up purposes?

### **Academic Achievement**

11. Do you input MEAP results into your data system?
12. Do you receive information or maintain records showing which students receive remediation or support services?

### **COOP/Capstone (Work Based Learning)**

13. What is the process for you to obtain information on student eligibility for Co-op?
14. Where do you enter data concerning student enrollment in Co-op?

### **Exit Status (1S1, 1S2, 2S1, 3S1)**

15. What is the process for you to obtain exit status information?

### **Special Populations**

16. How do you receive information regarding student special population status?

### **Teacher Certification**

17. What is the process for you to obtain teacher certification information?

## **Data, Evaluation, & Accountability Interview Questions CTE Follow-Up Staff**

1. How do you keep the follow up information secure?
2. What processes and procedures do you have in place to back up your student data for follow-up purposes the following year?
3. How do you maintain confidentiality for CTE Follow-up survey responses?
4. Who conducts the CTE Follow-up survey?
5. What kind of training do interviewers receive?
6. Do you have a copy of the CTE Follow-up Interview Protocol Manual?
7. How many times do interviewers attempt to reach students for follow-up?
8. How do you obtain current phone numbers for Follow-up purposes?
9. Do instructors share information about follow-up with students?
10. How is information (particularly related placement) from the CTE follow-up survey disseminated/used for program improvement?

## **Financial Interview Questions Business/Financial Officer**

### **Fiscal Control**

1. Describe your purchasing policies and procedures from requisition to distribution of items received. Who signs requisitions and purchase orders? May I see an example of charging item to appropriate account?

### **Expenditure Monitoring (F03)**

- 2a. How are expenditures monitored against regional budget? What reports are used?
- 2b. How often are expenditures monitored?

### **Fiscal Control**

3. How often are CTE Perkins and Tech Prep federal funds drawn down from the Michigan Education Information System (MEIS)?

### **(F04)**

- 4a. Are any personnel positions for which grant funds are used funded with more than one source of funding? Is there a written procedure for keeping split-funded time sheets? Example.

### **(F04)**

- 4b. Are any personnel positions 100% federally funded? Is there a written procedure for twice a year verification of federal effort?

### **Supplement, Not supplant (F01)**

5. Have any local-funded personnel positions been changed to federal funding, all or partial?

### **Expenditure Monitoring (F03)**

6. How are fiscal agency reimbursements to LEA's monitored? How often?

### **Related to Added Cost Only – Use of funds and Local Contribution (F06 & F07)**

7. How do you plan during the year to ensure that 90% of added cost funds are going to program improvement and that the local contribution requirement will be met at the end of the fiscal year?

## **CI Grants Interview Questions**

### **CI Coordinator, CTE Administrator, Tech Prep Coordinator**

#### **Joint Regional Planning, Regional Plan Development (G03)**

1. Describe the CI region leadership process used for the past three years to determine student's needs and grant activities to be done each year.

#### **Regional Plan Development (G03, G04, G05)**

2. How do you involve employers in regional coordination/planning?

#### **Required Contents of Tech Prep, Implementation of Tech Prep Programs (G09)**

3. How do you involve your postsecondary partners in planning and coordinating Tech Prep programs?

#### **Regional Plan Development (G01, G03, G05)**

4. Describe how you establish priority for funding/activities in CTE and Tech Prep programs. How do you consider:
  - Core Performance Indicator Data? (Roles of Stakeholders)
  - Regional Workforce Needs? (EAG Review, EAG Recommendation)

#### **Documentation of Outcomes (G01, G03, G05)**

5. What process do you use for monitoring the grant activities submitted in the Career Initiatives Application?

#### **CIP Program Improvement Plans (C01-C18)**

6. Describe how you review and monitor for completion all CIP Program Improvement Plans.

## State Criteria/Process for Continued Approval For On-Going Career and Technical Education Programs

Description of Data Gathered at the State Level (over a 3-year period)

- The approved CTE program has shown improvement in CTE student achievement by program area (evidence: 1S1/1S2).
- The approved CTE program is serving all populations in proportion to agency enrollments. (Evidence: enrollment demographics from CTEIS).
- The approved CTE program has met core performance indicator levels for placement of completers. (Evidence: 3S1).
- The approved CTE program has not exceeded acceptable class size based on enrollment records. (Evidence: X-0108 and square footage requirements for the specific program area).
- The approved CTE program is viable as evidenced by three years of stable or increasing enrollments (evidence: X-0108).
- The approved CTE program has conducted a program self review at least once in the past five-year period.

### PRIORITY FINDING REQUIREMENTS

*For Priority I and Priority II, if the deficiency is not corrected within the designated time frame, programs will lose state CTE program approval status. The loss of approved status will end the access to state and federal funds administered by the Office of Career and Technical Preparation. This may result in recapture of current year funding.*

#### Priority I – Major Deficiency

After receipt of Letter of Findings, the region will attend a Compliance Plan Workshop and their Compliance Plan will be due 60 days after the Compliance Plan Workshop.  
Correction/implementation are required no later than 60 days post Compliance Plan approval.  
Region must send a copy of evidence to OCTP and maintain the original on file.

#### Priority II – Deficiency

After receipt of Letter of Findings, the region will attend a Compliance Plan Workshop and their Compliance Plan will be due 60 days after the Compliance Plan Workshop.  
Correction/implementation is required no later than one year from the date OCTP approval of the compliance plan.

Priority Level	CIP Program Criteria
I	The approved CTE program is taught by a state certificated teacher with vocational endorsement for the related CTE program area (evidence: documentation of credentials).
I	The approved CTE program meets state requirements for instructional class time (minimum number of minutes of instruction per school year).
I	The approved CTE program has spent all Added cost funding received on state approved expenditures.
II	The approved CTE program has a safe environment and is free of other safety issues (evidence: records of safety training and availability of proper safety equipment for teachers and students, documentation of policies and procedures).
II	The appropriate Regulatory Agency has not received complaints regarding the approved CTE program (i.e.-Family Independence Agency, Consumer and Industry Services, Office of Civil Rights, MIOSHA, Center for Disease Control, State Board of Education).
II	The approved CTE program has classrooms/laboratories with adequate facilities to deliver the curriculum (space issues/accessibility/building-level approvals/physical environment and equipment) (evidence: detailed floor plans/photos/video tapes/virtual tours).
II	The approved CTE program curriculum complies with currently recognized state/national program standards for its program/course area (evidence: curriculum maps, lesson plans, satisfactory program review, on-site monitoring)
FCS: I	FCS ONLY: Family Consumers Sciences Program must teach Parenthood Education and a minimum of three other state approved FCS courses.
II	The approved CTE Program Advisory Committee meets state guidelines (Administrative Guide) (evidence: membership rosters with organizations/affiliations they represent/roles, agendas and minutes).
II	The approved CTE program staff participates in related professional development or state-sponsored updates related to the CTE program (evidence: record of attendance at professional development, CEUs, certificates of participation).
II	The approved CTE program meets the recommended guidelines for adequate technology available for student and instructor use.
II	The approved CTE secondary program participating in Tech Prep has a Tech Prep articulation agreement and aligned curriculum with a post secondary partner which is reflected in a 2+2 plan allowing seamless transition to the post-secondary occupational program.
II	The approved CTE Wage-Earning program includes a work based learning component.

## Frequently Asked Questions

### TRAC On-Site Visit

1. *Is it required that the Chief Business/Financial Officer be interviewed or can an accountant be substituted?*

It is not required but it is very helpful to speak with the Chief Business/Financial Officer at least once during the on-site visit.

2. *Following the on-site visit, will the Program Improvement Plan (IP) need to be completed for the “Action Required” items?*

No. An On-Site TRAC Compliance Plan will need to be completed. This form will be provided at the Compliance Plan Workshop.

3. *How far back in time will you be looking at documents during the on-site visit?*

We will look at the most recent documentation that meets the criteria. Minimally one year. Usually no more than three years back.

4. *During the OCTP on-site visits will you examine only those programs that have completed the program self review?*

No. OCTP will choose the sites to visit. Each consultant will visit 3-4 programs. There are normally four consultants available to visit programs, so approximately 12-16 programs will be visited in the region. The programs chosen are those we believe can benefit most from our visits.

### TRAC CIP Self Review

5. *Does the professional development requirement need to reflect a relationship to the content taught?*

Yes.

6. *Should the work-based learning count at class or program level?*

Program level.

7. *Only one work-based learning experience or throughout the program?*

Each student should have at least one work-based experience in each program.

8. *Are contracted programs required to fill out a CIP Self Review?*

Yes.

9. *When did work-based learning become a requirement and where is it referenced?*

This item was discussed with the TRAC advisory group. It was decided that the expanded definition, which included field trips and job shadowing, should be a requirement for a quality program.



10. *Would a field trip to the community college qualify as a work-based learning experience?*  
Only if it is specific to the occupational program. We work with districts whose union contracts prohibit extra curricular activities by staff. This limits their ability to be CTSO Advisors. CTSO activities can be intra-curricular.
11. *How would you document the leadership activities within the class?*  
CTSO involvement is documented through meeting minutes, and membership rosters. Other leadership activities should have similar evidence available.
12. *Should we compute the 20% based on number of programs or buildings?*  
Program Serial Number (PSN) available on the X0107 (Secondary Funding Report).
13. *How do we decide which programs to include in the 20%?*  
This is a regional/local decision.
14. *Is annual authorization considered a teaching certificate?*  
No, although not a teaching certificate, it does meet the criteria required for a properly vocationally authorized teacher, and the box can be checked “yes”.
15. *During the OCTP on-site reviews will you examine only those programs that have completed the program self review?*  
No, OCTP will target the sites that we believe can benefit most from our visits.
16. *Does the small school rule still apply for Parenthood Education at schools with total enrollment 9-12 of less than 500 students? (FCS Only)*  
Yes, for programs housed in schools with total 9-12 enrollment of less than 500 students, the CTE administrator may request the small school exclusion. If granted, the district must operate a total of four content strands over each 2-year period.
17. *Will you accept alignment to national standards, i.e., industry standards (NATEF, AWF)? Can we get a list?*  
This will be determined on a case-by-case basis by the program consultant. There is no comprehensive list currently available.
18. *Where will “All aspects of the Industry” be reviewed?*  
The CIP Self-Review broadly addresses “All Aspects of Industry.”
19. *How does the OCTP targeting /desk audit relate to regional CIP program reviews?*  
The CIP Self-Review Summary reports are reviewed as part of the targeting and desk audit process.
20. *How does a region determine the number of programs to be reviewed?*  
The number of CIP Self-Reviews to be done in one year is determined by multiplying the number of programs (identified by PSN, not course) by 20%.

21. *Who should complete a CIP Self-Review packet?*

For Wage-Earning CTE programs, CIP Program Self-Reviews are to be completed for each CTE course within the program. Each teacher who teaches a course within the CTE program needs to complete a CIP Self-Review. If a teacher teaches more than one course within the program, they only complete one CIP Self-Review. They are to attach pertinent information for additional courses to this review.

For Non-Wage Earning Family and Consumer Sciences (FCS) CTE programs, courses are not stand alone; together they comprise a non-wage earning program (identified by a PSN). Under one PSN, only one CIP Program Self-Review packet must be completed for the FCS program.

If there are multiple teachers, they should collaborate in the completion of this packet. Each should contribute relevant evidence for their part of the program. All teachers must provide the teacher certification evidence and attach to the one CIP Program Self-Review.

22. *In classroom labs, should space taken up by equipment be counted in the square footage or should they be excluded?*

Equipment counts toward square footage, but not lockers or storage areas (unless a part of the program curriculum—i.e., marketing).

23. *What if the teacher of record is on leave during the period of collecting this data?*

A different program should be selected. All CTE programs and teaching staff must complete a CIP Self-Review within a five-year period.

24. *Do we have to do CIP Self-Review for Less Than Class Size programs?*

No, LTCS programs are supposed to be equivalent to class size programs. On-site we look at documentation for the LTCS programs.

25. *What paperwork do the Less Than Class Size programs need to have in place?*

Only paperwork already required. The region will be notified if we are going to review the Less Than Class Size programs during the on-site visit so they can prepare the documentation.

## TRAC Post On-Site Visit Process

